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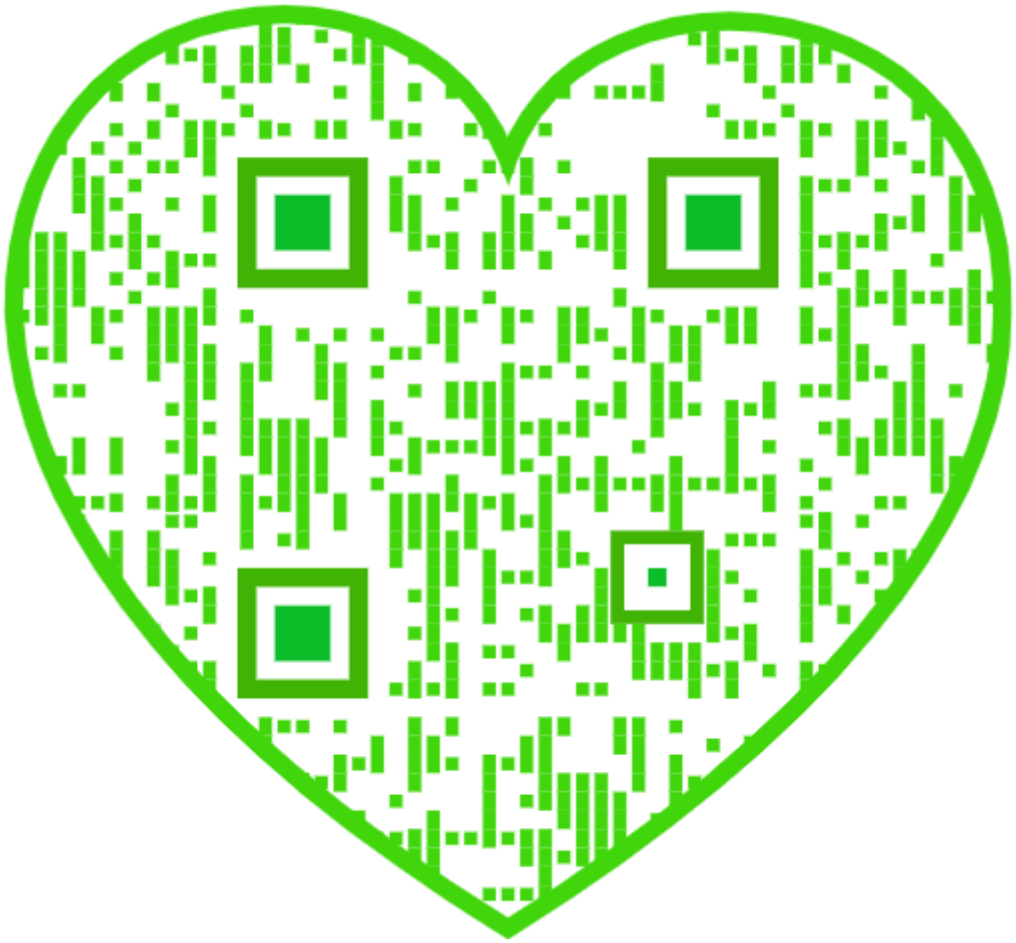

Class LB1576

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PRESENTED BY

A Teaching Plan of Grammar

A Teaching Plan of Grammar

Prepared by a Committee

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EDITED BY

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District Superintendent of Schools, New York

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The Committee

KATE J. TUNNEY
GRACE CARROLL
CLARICE J. SMITH

and

twenty-three others

Second Edition

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By JOSEPH S. TAYLOR

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PREFACE.

The teaching of English is the most complex, the most difficult, and the most important work of the elementary school teacher. It includes reading, word study, phonetics, composition, and grammar. Each of these is a good-sized job by itself; and the possible combinations of them and the methods of teaching them are almost infinite. We have a deluge of "language" books for the use of pupils, every page of which is usually a medley of the various elements named above. It is the kind of correlation which results in a superficial impression and a confused notion of what is learned. As we ascend in the grades the various subjects and parts of subjects should be isolated for thoroughness of drill and clearness of conception. Departmental teaching is a device which automatically accomplishes such isolation. As the pupil gets older he himself is able to perceive the interrelations of knowledge, so that it is no longer necessary for the teacher to make all the connections.

For these reasons there comes a time, beginning in the fifth or sixth grade, when grammar should be taught as grammar, reading as reading, and composition as composition. Each of these should be graded into steps, easy at first, and proceeding gradually to the more difficult until the entire science or art is mastered. During the whole process the relations of grammar, reading, and composition should be pointed out, so that each is seen in the light of the others and each is illustrated by the others. But the correlation should no longer be so com-

plete that the subjects lose their individuality. By the time a pupil reaches the eighth grade he should have a systematic knowledge of grammar as such, composition as such, and literature as such.

Attention is called to the following features of these outlines:

1. The New York course of study and syllabus in English and the grammatical definitions of the writer are the basis of the content of the plans.

2. The plan of each grade makes provision for the systematic review of the work of that grade and of preceding grades.

3. The copulative verb is included in the class of intransitive verbs. Some intransitive verbs are copulative, others are not.

4. In a footnote to the plans of grades 7A and 8B the subdivisions of the pronominal adjective are given. It is manifestly a violation of at least two of the three rules* of logical division to make the demonstrative adjective one of the large co-ordinate classes.

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*The three rules are:

(1) The sum of the species must equal the genus, i. e., in the present case, must include all existing adjectives.

(2) There must be but one basis of classification.

(3) The classes must be mutually exclusive. Maxwell has three classes—*quality, quantity,* and *demonstratives.* Now, there are a number of adjectives, such as *other, any, some, such, all, none, either, neither,* etc., that do not fall into any of Maxwell's classes; hence his scheme violates rule one. Carpenter has six classes—*quality, quantity, demonstratives, interrogative, relative, pronominal.* Demonstratives are pronominal, hence this class violates rule three.

5. In a footnote to the plan of grade 8A will be found a statement regarding the interrogative adjective, which is called by some excellent authorities (e. g., Whitney) a relative adjective.

6. Verbals are classified in the plan as *infinitives, participles,* and *participial nouns.* This is done in obedience to the Board of Superintendents' Circular No. 17, 1911-'12, which uses these terms. In my "Definitions," however, I am using *gerund* instead of participial noun, because I am convinced that *gerund* is the more accurate term. In this view I am supported by the N. E. A. Nomenclature Committee, which calls attention to the fact that the term is common to English, Latin, and the Romance languages. Teachers in schools outside of New York may use *gerund.*

Grateful acknowledgment is hereby made of the invaluable services rendered by the twenty-six teachers representing twenty-four schools who produce these plans. Each grade had a separate committee consisting of teachers selected from that grade by their colleagues. Miss Kate J. Tunney, Mrs. Grace Carroll, and Miss Clarice J. Smith served on all the committees as the writer's representatives for the purpose of securing consistency in the form and content of the plans.

The plans have been in use for two years by New York schools having an aggregate register of seventy-five thousand children. The almost unanimous approval of the principals and teachers of these schools and the frequent demand for copies by educators outside of New

York, have encouraged me to print this new and revised edition.

Attention is called to the fact that this is not a treatise on method, but a plan of work. Whether the teaching shall be good, bad, or indifferent depends upon the persons who use the plan. The author hopes all the teaching will be by the inductive method. This requires (1) *concrete material* for the purpose of analytical study, (2) the *formulation* of the general principle discovered into a *rule* or *definition,* and (3) the *application* of the principle by way of drill, review, and the use of language. Those who object to definitions forget (1) that the course of study requires them, (2) that inductive teaching without formulation is not inductive at all, and (3) that no science is possible without accurately defined terms.

JOSEPH S. TAYLOR.

New York, February 1, 1919.

DEFINITIONS

By JOSEPH S. TAYLOR

District Superintendent

THE following definitions and classifications embody the substance of General Circular No. 17, 1911-'12, issued by the Board of Superintendents under date of June 19, 1912. The additions here offered are in harmony with the New York course of study in English and, as far as possible, with the Report of the Joint Committee on Grammatical Nomenclature of the N. E. A., adopted in 1913.

For ready reference, topics are arranged in alphabetical order. Where the grade is inserted, it indicates the point where the subject may properly be taken up for formal study. Where the word *optional* is used it means that the item is not definitely prescribed by the course of study in New York.

The author has tried to make the definitions as simple and clear as possible without sacrificing accuracy. He has purposely avoided "baby definitions," such as: "A noun is a name-word"; "a verb is an action-word"; "an adjective is a quality-word." The whole purpose of the pamphlet and of the nomenclature movement generally, is to avoid the waste involved in teaching a child something in one grade or class or school which he must unlearn in the next. Economy of learning re-

quires that what we teach at any stage must remain true ever after.

1. An **adjective** is a word used to qualify or limit the meaning of a noun or pronoun. Adjectives are divided into two general classes, *descriptive* and *limiting*. 6b.

1. A *descriptive* adjective denotes the kind or quality of an object. Descriptive adjectives are either common or proper. Ill.—*large, British.*

2. A *limiting* adjective specifies or limits the meaning of a noun or pronoun. Limiting adjectives are divided into three classes, *numeral, pronominal,* and the *article*. 7a. (N. E. A. Report, p. 3).

a. A *numeral adjective* is a limiting adjective that expresses number. Ill.—*Three, first.*

b. A *pronominal adjective* is a limiting adjective that is sometimes used as a pronoun. Ill.—*This* apple is red (adjective). *This* is a red apple (pronoun).

2. An **adverb** is a word used to modify the meaning of a verb, an adjective, or another adverb. With reference to meaning adverbs are divided into the following classes: 6b.

1. *Time*—answering the question, When?
2. *Place*—answering the question, Where?
3. *Degree*—answering the question, To what extent?
4. *Manner*—answering the question, How?
5. *Number*—answering the question, In what order? or, How many times? 8b.
6. *Cause*—answering the question, Why? 8b.
7. *Assertion or denial;* as, *yes, no.* 8b.

With reference to use adverbs are divided into three classes; namely, *simple, interrogative, relative.* 7a.

1. A *simple adverb* is an ordinary adverb; as *badly, slowly.*

2. An *interrogative adverb* is an adverb that asks a question; as, Why did you do it?

3. A *relative* (or conjunctive) adverb is an adverb that modifies a verb and connects a subordinate clause to a principal clause. Ill.—The seed grew up *where* it fell.

3. The adverbial objective is a noun of value, distance, time, place, quantity, direction, or extent used adverbially. Ill.—The coat cost five *dollars.* He walked ten *miles.* The play lasted three *hours.* The lad is ten *years* old. Such nouns are in the objective case. The term *adverbial objective* sufficiently describes their syntax. 7a.

4. A conjunction is a word that connects words or groups of words. Conjunctions are divided into two principal classes, *co-ordinate* and *subordinate.*

1. A *co-ordinate* conjunction is a word that connects elements of equal or similar rank. 7a.

For The Teacher Only.

Co-ordinate conjunctions may be subdivided as follows:

a. *Copulative*: and, also, likewise, now, both-and, as well as, not-neither, neither-nor. 6b.

b. *Disjunctive*: either-or, or, whether-or, or else, else.

c. *Adversative*: but, yet, nevertheless, notwithstanding, however (optional). 8b.

d. *Causal*: for, therefore, wherefore, then, hence, so, and accordingly (optional). 8b.

2. A *subordinate* conjunction is a word that joins a subordinate clause to the principal clause. Illustrations: before, ere, since, after, as soon as, as long as, because, if, provided, unless, though, that, lest, than. I was here *before* you arrived.

Relative pronouns, relative adjectives (see p. 51), and relative (conjunctive) adverbs also perform the office of a subordinate conjunction in addition to their functions as pronouns, adjectives, or adverbs. Ill.—Happy is the man *that* findeth wisdom; I do not know *what* course I shall follow; Come *when* you can. 7a.

5. **Comparison** of an adjective is a change of form to denote quality in different degrees. 6b.

1. The *positive* degree is that form of the adjective which expresses simply the quality. Ill.—*good, bad, great.*

2. The *comparative* degree is that form of an adjective which expresses the quality in a higher or lower degree. Ill.—*better, worse, greater.*

3. The *superlative* degree is that form of an adjective which expresses the quality in the highest or lowest degree. Ill.—*best, worst, greatest.*

6. A **clause** is a part of a sentence that contains a subject and a predicate. Ill.—*If he did this,* he was right. 7a.

7. **Case** is a change of form or use in a noun or pronoun which shows its relation to other words. 6b.

1. The *nominative case* is that form or use of a noun or pronoun which denotes the subject of a verb. Ill.—*Lincoln* was elected. *You* are the man.

The nominate form is also required in the following instances:

a. *Nominative absolute.* When a noun or pronoun is used with a participle to express cause, time, or circumstance, its case is called *nominative absolute.* Ill.—The *guide* having left us, we went home alone. *Night* coming on, the travelers looked for an inn. 7a.

b. *Nominative by direct address.* A noun or pronoun used as an independent element to address some person or thing directly is said to be *nominative by direct address.* Ill.—*John,* come here. Come to me, O ye *children.* 6b.

c. *Nominative of exclamation.* A noun or pronoun used as an independent element to exclaim about a person or thing is called *nominative of exclamation.* Ill.—Poor little *stranger!* She never said a word. 6b.

d. *Predicate Nominative.* See No. 19.

e. *Noun in Apposition.* A noun or pronoun is generally in the same case as another when it denotes the same person or thing and is used for explanation or emphasis. Such a word is called *noun* (or pronoun) *in apposition.* Ill.—Brown *himself went* (emphasis). Brown, the *merchant,* went (explanation). 7a. Words in apposition may be in the nominative, objective, or possessive case.

2. The *objective* case is that form or use of a noun or pronoun which denotes the object of a transitive verb or of a preposition. Ill.—He has a *book.* Take *me* with you. 6b.

a. *Retained object.* Usually the object of the active verb becomes the subject of the passive verb;

thus: John struck James (active). James was struck by John (passive). When the active verb has both a *direct* and an *indirect* (dative) object, the passive verb retains its direct object and the indirect object becomes the subject; thus:

Father offered *me* a dollar (active).

I was offered a *dollar* by father (passive). In the second sentence dollar is called a *retained object.* 8a.

b. *Indirect Object* is a dative objective placed between the verb and its object. Formerly nouns or pronouns thus used were in the *dative case* and are still so called in other languages. In English we now call the relation objective case. Ill.—Give *me* the book. They made *Joseph* a coat. Forgive *us* our trespasses. 7a.

3. The *possessive* (genitive) case is that form of a noun or pronoun which denotes ownership, authorship, or appurtenance. Ill.—*My house; Shakespeare's* plays; the *ship's* compass. 6b.

8. **Gender** is a change of form in nouns and pronouns to denote sex or the absence of sex. 6b.

1. The *masculine* gender denotes males. Ill.—*He, him, man, administrator.*

2. The *feminine* gender denotes females. Ill.—*she, woman, administratrix.*

3. The *neuter* gender denotes objects without sex. Ill.—*it, book.*

9. **Grammar** is the science of the correct use of language.

10. An **interjection** is a word or phrase that expresses feeling and is generally without syntax. Ill.—*Alas, oh, ah.* 6b.

11. **Mood** is a form or use of the verb which indicates how the assertion is thought of or conceived. 7a and 7b.

1. The *indicative* mood is that form or use of the verb which assumes the assertion as a fact (*fact mood*). Ill.—*I can sing.*

2. The *subjunctive* mood is that form or use of the verb which assumes the assertion as merely thought of or supposed (*thought mood*). Ill.—I wish he *were* here. I would do it if I *could*.

3. The *imperative* mood is that form or use of the verb which expresses the assertion in the form of a command. Ill.—*Go* away, John. *Let* us go.

12. A **noun** is a word used as a name. Nouns are divided into two general classes, *proper* and *common*. 6b.

1. A *proper* noun is the individual name of a person, group, or thing. Ill.—*John, Boston, Presbyterian.*

2. A *common* noun is a name common to all of the same kind or class. Ill.—*book, slate.* Common nouns are further divided into *collective* and *verbal*. 7b.

a. A *collective* noun is a name that is singular in form and plural in meaning. Ill.—The lowing *herd* wind slowly o'er the lea.

b. A *verbal* noun is a participle or an infinitive used as a noun. Ill.—*Seeing* is *believing.*

13. **Number** is a change of form in a word to denote one or more than one. 6b.

1. The *singular* number is that form of a word which denotes one. Ill.—*John, man.*

2. The *plural* number is that form of a word which denotes more than one. Ill.—*geese, men.*

14. **Objective complement.** Verbs of *making, creating,* and *choosing* sometimes bring an adjective or a noun in relation to the direct object instead of the subject. Such an adjective or noun is then called an *objective complement.* Ill.—He made the stick *straight.* We named her *Mary.* 7b.

15. The **object** of a verb is a noun or pronoun that shows upon what person or thing the action is exerted. Ill.—Take *him* away. 5b.

16. A **pronoun** is a word used instead of a noun. 6b.

1. A *personal* pronoun is a pronoun that shows by its form of what person it is. Ill.—*He, I, them.* 6b.

2. A *relative* pronoun is a pronoun that generally stands in close relation to an antecedent and joins to it a descriptive clause. Ill.—Health is one of the greatest blessings *that* a man can have. 7a.

3. An *adjective pronoun* is a limiting adjective used as a pronoun. Ill.—*This* is the man. *Many* are called, but *few* chosen. 7a.

4. An *interrogative* pronoun is a pronoun used to ask a question. Ill.—*Who* are you? *What* is that? *Which* do you mean? 7a.

17. A **preposition** is a word used to show the relation of a noun or pronoun to some other word. Ill.—*At, in, on, by.* 6a.

18. A **phrase** is a group of related words, without a subject and a predicate, used as a single part of speech. Ill.—He was a man *of the people.* 6a.

19. A **perdicate nominative** is a noun or pronoun that completes the assertion of a verb and means the person or thing named by the subject. Ill.—Washington was a wise *leader.* 6b.

20. A **predicate adjective** is an adjective that completes the assertion of the verb and modifies the subject. Ill.—The minstrel was *infirm* and *old.* 6b.

21. **Person** is a change of form or use in a word to indicate whether the speaker is meant, the person spoken to, or the person or thing spoken of. 6b.

1. The *first person* denotes the speaker. Ill.—*I, mine, me.*

2. *The second person* denotes the person spoken to. Ill.—*You, thou, thy.*

3. *The third person* denotes the person or thing spoken of. Ill.—*He, she, it.*

22. A **sentence** is a combination of words expressing a complete thought.

23. **Syntax** is that part of grammar which treats of the way in which words are joined in sentences*. 6a.

When the syntax of a *noun* or *pronoun* is called for, the reason for its case should be given.

When the syntax of an *adjective* or an *adverb* is called for, the word modified should be given.

*It includes agreement, government, and order of words according to good usage, to secure euphony, clearness, and force in speech.

When the syntax of a *verb* is called for, the subject, number, and person should be given.

When the syntax of a *phrase* or *clause* is called for, the statement should follow the form prescribed for the noun, adjective, or adverb.

24. **Tense** is a change in the form of a verb which expresses distinctions of time. 7a. The tenses are present, past, future, present perfect, past perfect, and future perfect.

1. *Forms of tenses.* The tense of a verb may be expressed in various forms, such as the *common, emphatic, passive, progressive,* and *ancient.* 7b. (Optional.)

Ill.—He *went* home (common).
He *did* go home (emphatic).
The boy *was taken* home (passive).
He *was* running fast (progressive).
Thou *art* the man (ancient).

25. A **verb** is a word that asserts. 6a. Verbs are divided as to form into two classes, regular and irregular. 7a.

1. A *regular* (weak) verb is a verb that forms its past tense by the ending *t, d,* or *ed.* Ill.—*Look, looked; bite, bit; stay, staid.*

2. An *irregular* (strong) verb is a verb that forms its past tense by an inward vowel change. Ill.—*be, was, been; grow, grew, grown.*

Verbs are divided as to use or function into two classes, *transitive* and *intransitive.* 7a.

1. A *transitive* verb is a verb that expresses action received by some person or thing. Ill.—John *struck* James.

2. An *intransitive* verb is a verb that expresses action or being confined to the subject. Ill.—The carpenters *struck* for higher wages.

Some intransitive verbs are called *copulative;* as, *is* (in all its forms).

26. A **verbal** is a form of the verb which merely names the act or state without asserting it and performs the office of another part of speech. Ill.—*To go; singing.* 7b.

Verbals are of three kinds, *infinitives, participles,* and *gerunds.*

1. An *infinitive* is a simple verbal that often begins with to. Ill.—I like *to hear* you sing. Let him *go.*

2. A *participle* is an adjective verbal retaining verbal functions. Ill.—Truth *crushed* to earth shall rise again.

3. A *gerund* is a participial verbal used as a noun but retaining verbal functions. Ill.—The miser enjoys *counting* his wealth (optional). 8b. (N. E. A. Com., p. 4.)

Remark.—The New York syllabus classifies verbals as *infinitives, adjective participles,* and *noun participles.*

27. **Voice** is that form or use of a transitive verb which shows whether the subject acts or receives the act. There are two voices, the *active* and the *passive.*

1. The *active voice* represents the subject as acting. Ill.—He strikes.

2. The *passive voice* represents the subject as receiving the act. Ill.—He is struck.

PLAN OF GRAMMAR

Grade 5A

FIRST MONTH.

1. **Review.**

Declarative, interrogative, and imperative sentences.

2. **Plan of Work.**

1. Type sentences longer than in 4B.

2. Declarative sentences in four types without inversions.

3. Inverted subject and predicate (found in poetry).

4. Subject and predicate.

5. Exclamatory form.

6. Emphasize end of sentence in thought and punctuation.

7. Drill on correct forms should include the use of irregular verbs; as, *bring, take, run, fly,* etc.

8. Drill on a few of the more frequently misused prepositions; for example, *by.*

9. Capitalization.—New. No. 39. Review. No. 36, 37, p. 70.

10. Punctuation.—New. No. 3. Review No. 5, 6, p. 65.

SECOND MONTH.

Plan of Work.

1. Interrogative sentences.
2. Four types.
3. Change declarative sentence to interrogative and vice versa (Exclamatory form).
4. Insist upon complete questions and answers; as, Who is there? It is I. Who were there? They were there.
5. Exclamatory form.
6. Drill on the correct forms of irregular verbs; as, *blow, buy, steal, spin,* etc.
7. Drill on a few of the more frequently misused prepositions; for example, *up.*
8. Capitalization.—New. No. 4. Review. No. 38, 40.
9. Punctuation.—New No. 41. Review No. 14, 15, 16, 17.
10. Review first month's work.

THIRD MONTH.

Plan of Work.

1. Imperative sentences.
   "You" (generally understood) obeys command.
2. A word independent by direct address.
   (This will show the children that nominative by direct address is not the subject of the im-

perative sentence and that it must be separated from the rest of the sentence by a comma.)

3. Drill on the forms of irregular verbs; as, *become, win, eat, sing,* etc.

4. Drill on a few of the more frequently misused prepositions; for example, the correct use of "behind" instead of "in back of." *Illustration.*—I stood behind him.

5. Chiefly analysis.

6. Capitalization.—New. No. 42.
Review. No. 44.

7. Punctuation.—
Review. No. 18, 19, 22, 26.

8. Review first and second month.

FOURTH MONTH.

Plan of Work.

1. All kinds of sentences emphasizing types one and two. Chiefly analysis.

2. Ask the pupils to express the thought on some topic in the declarative, interrogative, imperative, and exclamatory forms.

Illustration.

Mary is good.
Is Mary good?
Be good, Mary.
How good Mary is!

3. Drill on the forms of irregular verbs; as, *catch, drink, teach, begin,* etc.

3. Drill on a few of the more frequently misused prepositions; for example, *with.*

4. Capitalization.—New. 43.

Review. No. 47.

5. Punctuation.—

Review. No. 28, 30, 31.

6. Review preceding months.

FIFTH MONTH.

Plan of Work.

1. All kinds of sentences emphasizing types three and four. Chiefly analysis.

2. The teacher reviews the points which need drilling.

3. Capitalization.—Review.

4. Punctuation.—Review.

5. Thorough review of all preceding work.

Grade 5B

FIRST MONTH.

1. **Review.**

1. Review thoroughly the four types of sentences.
2. Drill on correct forms should include the use of irregular verbs; as, *lead, be, see, swim,* etc.
4. Drill on a few of the more frequently misused prepositions; for example, *to.*

2. **Plan of Work.**

1. Definition of sentence. No. 22, p. 17.
2. Find complete subject and complete predicate of all types of sentences.
3. Synthesis.
4. Capitalization.—New. No. 46, p. 70.

Review. No. 36, 37, 38.

5. Punctuation.—New. No. 9.

Review. No. 1, 3, 4, 5, 6, p. 65.

SECOND MONTH.

1. **Review.**

1. Drill on correct forms of irregular verbs; as, *leave, let, do, sink,* etc.

2. Drill on a few of the more frequently misused prepositions; for example, *at.*

2. Plan of Work.

1. Analysis of sentences of the simplest character. Find the subject word and the predicate verb. Then add the object of the verb.

2. Definition of subject, predicate, and object. p. 15.

3. Synthesis.—Combine two simple sentences into one good *simple* sentence. Drill thoroughly.

4. Agreement of the verb with its subject.

5. Correct use of the nominative case. *Ill.*—It is I. It is we.

It is she. It is they.

He and I went to the park.

Jack, Frank, and I went to the park.

He doesn't know it.

6. Capitalization.—

Review. No. 39, 40, 41.

7. Punctuation.—New. No. 10.

Review. No. 14, 15, 16, 17.

THIRD MONTH.

1. Review.

1. Drill on correct forms of irregular verbs; as, *put, speak, write,* and *drown.*

2. Drill on a few of the more frequently misused prepositions; as, *in* and *into.*

3. Agreement of the verb with its subject.
4. Correct use of the nominative case.
5. Definition of subject, predicate, and complement.
6. Synthesis.—Combine two or three simple sentences into one good *simple* sentence.

2. Plan of Work.

1. Analysis of sentences longer and more difficult than second month.
2. Subject word simple and compound.
3. Predicate and complement one word only.
4. Correct use of the objective case after prepositions and verbs.

Correct.—He sat down between you and me.
She told you and me.
They talked about Mary and me.
I like to play with you and her.
They saw him and me.

5. Capitalization.—
Review. No. 42, 43.
6. Punctuation.—New. No. 12, 33.
Review. No. 18, 19, 22, 26.

FOURTH MONTH.

1. Review.

1. Drill on correct forms of irregular verbs; as, *have, strike, hang, wring,* etc.

2. Drill on a few of the more frequently misused prepositions; as, *between* and *among*.

Correct.—She sat between Mary and me.

They divided the pie among the five boys.

3. Definition of subject, predicate, and object.

4. Synthesis.—Combine three simple sentences into one good *simple* sentence.

5. Agreement of the verb with its subject.

6. Correct use of nominative and objective cases.

2. Plan of Work.

1. Analysis of simple sentences.

2. Subject, predicate, and object simple and compound.

3. Sentences longer and more difficult than preceding months; also inverted and imperative and interrogative forms.

4. Capitalization.—

Review. No. 44, 47.

5. Punctuation.—New. No. 35.

Review. No. 28, 30, 31, 32.

FIFTH MONTH.

1. Review.

1. Chiefly analysis.

2. Quick recognition of subjects, predicates, and objects simple and compound.

3. Drill on correct forms of irregular verbs.

4. Drill on the use of prepositions discussed during the term.

5. Drill on predicates containing one and more than one auxiliary.

6. Inverted subject and predicate.

7. Analysis of the imperative sentence introduced by a word independent by direct address; as, John, listen carefully.

8. Capitalization.—Review.

9.. Punctuation.—Review.

10. Thorough review of the entire grade.

Grade 6A

FIRST MONTH.

1. Review.

1. Classification of simple sentences. Declarative, interrogative, and imperative. Exclamatory form.
2. Definition of sentences. No. 22, p. 17.
3. Synthesis.—(1) The teacher suggests a subject; the children complete the sentence. (2) The teacher suggests a predicate verb; the children complete the sentence.

2 Plan of Work.

1. Parts of speech.

The words of the English language are arranged into eight classes called the parts of speech. In the study of a part of speech stress should be laid upon the idea of use.

2. Distinguish nouns.
3. Definition of noun (1st half) No. 12, p. 15.
4. Distinguish verbs.
5. Definition of verb. No. 25, p. 18.
6. Distinguish objects.
7. Definition of object. No. 15, p. 15.
8. Analysis of simple sentences.

9. Capitalization.—
Review. No. 36, 37, 38, p. 70.
10. Punctuation.—New. No. 34, p. 69.
Review. No. 1, 3, 4, 5, 6, 9, p. 65.

SECOND MONTH.

1. **Review.**

1. Analysis and synthesis.
2. Definition of subject, predicate, and object. No. 15, p. 15.
3. Definition of sentence. No. 22, p. 17.
4. Distinguish the predicate verb with auxiliaries.
5. Definition of verb. No. 25, p. 18.

2. **Plan of Work.**

1. Distinguish pronouns.
2. Definition of pronoun. No. 16, p. 16.
3. Subject noun or pronoun.
4. Predicate verb.
5. Object noun or pronoun.
6. Distinguish prepositions.
7. Definition of preposition. No. 17, p. 16.
8. Recognition of phrases introduced by prepositions.
9. Definition of phrase. No. 18, p. 16.
10. Correct use of the prepositions; for example, I took the book from him (instead "off him").

11. Capitalization.—
Review. No. 39, 40, 41.
12. Punctuation.—
Review. No. 10, 12, 14, 15, 16.
13. Review first month.

THIRD MONTH.

1. Review.

1. Drill on the recognition of the parts of speech already taught: Noun, verb, pronoun, and preposition.

Simple and compound subjects, predicates, and objects.

3. Agreement of verb with subject or subjects. Correct.—He and I row well. He rows well.

4. Correct use of nominative and objective cases of nouns and pronouns. Correct.—He gave John and me some money.

2. Plan of Work.

1. Distinguish the adjective.
2. Definition of adjective. (1st half) No. 1, p. 10.
3. Distinguish the adverb.
4. Definition of adverb. (1st half) No. 2, p. 10.
5. Modifying elements of parts of speech taught.
6. Subject noun or pronoun with its modifiers.
7. Predicate verb with its modifiers.

8. Object noun or pronoun with its modifiers.
9. Capitalization.—
   Review. No. 42, 43, 44.
10. Punctuation.—
   Review. No. 17, 18, 19, 22, 26, 28.

FOURTH MONTH.

1. **Review.**
   1. Subject noun or pronoun with modifiers.
   2. Predicate verb with modifiers.
   3. Object noun or pronoun with modifiers.
   4. All nouns with modifying parts of speech; as, noun in the possessive case, pronoun in the possessive case, and adjective.

2. **Plan of Work.**
   1. Distinguish conjunction.
   2. Definition of conjunction. (1st half) No. 4, p. 11.
   3. Distinguish interjection.
   4. Definition of interjection. (1st half) No. 10, p. 14.
   5. Drill on the use of the various forms of *be*.
   6. Distinguish the complements; as, predicate noun, predicate adjective, and predicate pronoun.
   7. The introductory word *there* is an independent element; for example, There are five ducks in the pond.

8. Continue work on adverbs as modifying elements of the verb and the adjective.

9. Synthesis.—Expansion of adjectives and adverbs into phrases and contraction of phrases into adjectives and adverbs.

10. Correct use of the pronoun in the possesive case; for example, Every girl should cover her books (instead of "their books").

11. Capitalization.—
Review. No. 46, 47.

12. Punctuation.—
Review. No. 30, 31, 32, 33, 35.

FIFTH MONTH.

Review.

1. All the words in our language are arranged into classes called parts of speech.

2. Distinguish the parts of speech.

3. Definition of all the parts of speech.

4. Definition of grammar. No. 9, p. 14.

5. Chiefly analysis.

6. Correct use of the adjective; for example, Bring me those books (instead of "them books").

7. Capitalization.—
Review all previous work.

8. Punctuation.—
Review all previous work.

Grade 6B

FIRST MONTH.

1. **Review.**
   1. Classification of simple sentences: Declarative, interrogative, and imperative. (Exclamatory form.)
   2. Definition of sentence. No. 22, p. 17.
   3. Subject noun or pronoun with its modifiers.
   4. Predicate verb with its modifiers.
   5. Object noun or pronoun with its modifiers.
   6. Definition of object. No. 15, p. 15.
2. **Plan of Work.**
   1. Analysis and synthesis.
   2. New.—Nouns. No. 12, p. 15. Subdivision 1 and first half of 2.
   3. Person. No. 21, p. 17. Subdivision 1, 2, and 3.
   4. Number. No. 13, p. 15. Subdivision 1 and 2.
   5. Gender. No. 8, p. 14. Subdivision 1, 2, and 3.
   6. Syntax. No. 23, p. 17.
   7. Capitalization.—
      Review. No. 36, 37, 38, p. 70.
   8. Punctuation.—
      Review. No. 1, 3, 4, 5, 6, 9, p. 65.

SECOND MONTH.

1. **Review.**

1. Drill on the use of the various forms of "be".
2. Distinguish the complements; as, predicate nominative and predicate adjective.
3. Definition of predicate nominative. No. 19, p. 16.
4. Definition of predicate adjective. No. 20, p. 16.

2. **Plan of Work.**

5. Analysis and synthesis.
6. New.—Case. No. 7, p. 12.
   { Subdivision 1, 1b, and 1c.
   { Subdivisions 2 and 3.
7. Pronouns.—Personal. No. 16-1, p. 16.

The personal pronouns are I, thou, you, he, she, and it with their declined forms and compounds.

8. Declension of personal pronouns.
9. Parsing of nouns or pronouns.
10. Subject noun or pronoun with its modifiers.
11. Predicate verb with its modifiers.
12. Predicate nominative with its modifiers.
13. Rules of syntax should be studied in connection with words occurring in sentences.
14. Capitalization.—
    Review. No. 39, 40, 41, p. 70.
15. Punctuation.—
    Review. No. 10, 12, 14, 15, 16, 17, p. 66.

THIRD MONTH.

1. Review.

1. Parsing of nouns and pronouns.

2. Plan of Work.

2. Analysis and synthesis.
3. Subject noun or pronoun with its modifiers.
4. Predicate verb with its modifiers.
5. Predicate adjective.
6. New.—Pronouns: Interrogative, relative, and adjective. No. 16, p. 16; 2, 3, and 4.
7. Syntax of all pronouns.
8. Adjectives. No. 1, p. 10. Subdivision 1.
9. Comparison. No. 5, p. 12. Subdivisions 1, 2, and 3.
10. Conjunction. No. 4, p. 11. Subdivisions 1 and 2.
11. Parsing of conjunctions.
12. Capitalization.—
    Review. No. 42, 43, 44.
13. Punctuation.—New. No. 20.
    Review. No. 18, 19, 22, 26, 28.

FOURTH MONTH.

1. Review.

1. Complements: predicate nominative and predicate adjective.
2. Definition of preposition.
3. Definition of interjection.

2. **Plan of Work.**

4. Analysis and synthesis of simple sentences.
5. Predicate adjective with its modifiers.
6. Definition of object, predicate nominative, and predicate adjective.
7. New.—Adverbs. No. 2.
   Subdivisions (Meaning) 1, 2, 3, 4.
   Subdivision (Use) 2.
8. Comparison of adverbs.
9. Phrases classified as to use.
10. Parsing of adjectives and adverbs.
11. Capitalization.—
    Review. No. 46, 47.
12. Punctuation.—
    Review. No. 30, 31, 32, 33, 34, 35.

FIFTH MONTH.

Review.

1. In the study of a part of speech, stress should be laid upon the idea of use.
2. Definition of all parts of speech.
3. Parsing of all parts of speech.
4. Phrases classified as to use.
5. Definition of phrase. No. 18, p. 16.
6. Analysis and synthesis of simple sentence.
7. Capitalization.—Review.
8. Punctuation.—Review.

Grade 7A

FIRST MONTH.

Remark.—In teaching grammar in all grades, concrete examples are to be shown first. Then the pupil is asked to find other examples from the reading matter of the grade. Lastly, he must be able to embody what he has learned into his own constructive work in English.

1. Review.

1. Analysis and synthesis of simple sentences as in previous grade.
2. Simple interrogative sentences.
3. Parsing of nouns.
4. Parsing of personal and interrogative pronouns.

2. Plan of Work.

1. New.—Complex sentences containing adjective clauses.
2. Relative pronoun. No. 16, p. 16. Subdivision 2.
3. Antecedent.
4. Adjective clause introduced by relative pronoun.

5. Complex sentence.
6. Definition of interrogative pronoun. No. 16, p. 16. Subdivision 4.
7. Declension of nouns and pronouns.
8. Definition of declension.
9. Rules of syntax.

(1) Agreement of relative pronoun with antecedent.

(2) Position of adjective clause. Rules of syntax should be studied in connection with words occurring in sentences.

10. Capitalization.—New. No. 45, p. 70.
Review. No. 36, 37, 38.
11. Punctuation.—New. No. 29, 7, 11.
Review. No. 1, 3, 4, 5, 6, 9, p. 65.

SECOND MONTH.

1. Review.

Analysis and synthesis of simple sentences.

Analysis of complex sentences containing adjective clauses.

Parsing of nouns, pronouns, adjectives, and adverbs.

2. Plan of Work.

1. New.—Definition of adjective pronoun. No. 16, p. 16. Subdivision 3.
2. Compound personal and relative pronouns.

3. All adjective clauses.
   (1) Introduced by relative pronouns.
   (2) Introduced by conjunctive adverbs.
4. Adjectives. No. 1, p. 10. Subdivision 2, a and b.
   I. Descriptive.
   II. Limiting.
      1. Numeral.
      2. Pronominal.*
      3. Article.
5. Adverbs. No. 2. Subdivisions 1, 2, 3. (Use.)
6. Capitalization.—
   Review. No. 39, 40, 41.
7. Punctuation.—New. No. 13.
   Review. No. 10, 11, 12, 14, 15, 16, 17.

THIRD MONTH.

1. Review.

1. Analysis and synthesis of simple sentences.

*Pronominal adjectives may be subdivided into the following classes:

(a) Distributive: *each, either, neither, many a.* These relate to objects taken separately.

(b) Demonstratives: *this, these, that, those, yon, yonder, same, former, latter.* These point out objects definitely.

(c) Indefinites: *one, other, another, any, some, such, all, both, none.* These relate to objects indefinitely.

(d) Interrogatives: *which, what,* and their compounds.

2. Analysis of complex sentences containing adjective clauses.

2. **Plan of Work.**

1. New.—Adverbial clauses.
2. Conjunctions: Copulative and disjunctive. No. 4, p. 11. Subdivisions 1, 1a, 1b.
3. Definition of verb. No. 25, p. 18.
   Subdivisions 1, 2 (according to form).
   Subdivisions 1, 2 (according to use).
4. Four principal parts of verb.
5. Definition of tense. No. 24, p. 17.
6. Definition of mood. No. 11, p. 14 Subdivisions 1, 2, 3.
7. Nominative absolute. No. 7, p. 12. 1a.
8. Nouns in apposition No. 7, p. 12. 1e.
9. Iindirect object. No. 7, p. 12. 2b.
10. Rules of syntax should be studied in connection with words occurring in sentences.
11. Parsing of nouns, pronouns, and verbs as far as taught.
12. Capitalization.—New. No. 45.
    Review. No. 42, 43, 44.
13. Punctuation.—
    Review. No. 18, 19, 22, 26, 28.

FOURTH MONTH.

1. **Review.**

1. Analsysis and synthesis.

2. Phrases and clauses.
3. Parsing of all parts of speech.
4. Nominative absolute.
5. Noun in apposition.
6. Indirect object.
7. Moods and tenses.

2. Plan of Work.

1. New. Noun clause.
2. Compound sentence.
3. Voice: Active and passive.
4. Conjugation of verbs in all moods.
5. Use of shall and will, and should and would.
6. Adverbial objective.
7. Capitaliaztion.—
   Review. No. 46, 47.
8. Punctuation.—
   Review. No. 30, 31, 32, 33, 34, 35.

FIFTH MONTH.

Remark.—Pupils should be taught to say all they know of a sentence or word without being questioned.

Review.

1. Chiefly analysis.
2. Clauses. Noun, adjective, and adverbial.

3. Phrases. Noun, adjective, adverbial, and explanatory.

4. Double relative *what* and its compound used only in noun clauses.

5. Comparison of adjective and adverb.

6. Verb.

Principal parts.

Regular or irregular.

Transitive or intransitive.

Voice.

Mood.

Tense.

Agreement with subject in person and number.

7. Syntax of all parts of speech.

8. Capitalization.—Review.

9. Punctuation.—Review.

Grade 7B

FIRST MONTH.

1. **Review.**

1. Analysis and classification of sentences.
2. Functions of word, phrase, and clause elements.

Remark.—The study of clauses is a very important part of grammar. In studying clauses we deal with large relations in sentences. With pupils these clauses should be taken up carefully and slowly. The relation of adverbial clauses is important because so much of the refinement of thought lies in these elements.

2. **Plan of Work.**

1. New.—Objective complement. No. 14, p. 15.
2. The exercises in synthesis should include simple, complex, and compound sentences.
3. Voice of verbs.
4. Conjunctions.
5. Adjective and adverbial clauses.
6. Parsing of nouns and pronouns.
7. Capitalization.—

Review. No. 36, 37, 38, p. 70.

8. Punctuation.—
   New. No. 2.
   Review. No. 1, 3, 4, 5, 6, 7, 9, 10, p. 65.

SECOND MONTH.

1. **Review.**

1. Special attention to the copulative verb "to be" in its various forms.
2. Parsing of all verbs.
3. The exercises in analysis and synthesis should include simple, complex, and compound sentences.
4. Adverbial clauses of time, place, degree, and manner.

2. **Plan of Work.**

1. New.—Mood. No. 11, p. 14. Subdivisions 1, 2, 3.
2. Forms of tense. No. 24, p. 17. Subdivision 1.
3. Conjugation of verbs in imperative, indicative, and subjunctive moods.
4. Cautions regarding use of tense.
   (1) Agreement of verb with its subject.
   (2) The tense of the verb in the principal clause must not conflict with the verb in the subordinate clause.
   (3) Use the present tense to express present facts and unchangeable truths.

5. Capitalization.—
   Review. No. 39, 40, 41.
6. Punctuation.—
   New. No. 24.
   Review. No. 11, 12, 13, 14, 15, 16, 17, 18.

THIRD MONTH.

1. Review.

1. Classification, analysis, and synthesis of all kinds and types of sentences.

2. Plan of Work.

1. Verbals should be classified as infinitives, participles, and participial nouns.

2. New.—Verbals. No. 26, p. 18. Subdivisions 1, 2, and "Remarks."

3. Synthesis.—Expansion of participles and infinitives to phrases and clauses.

4. Syntax of verbals, conjunctions, and prepositions.

5. Teach such other copulative verbs as *become, seem, appear, remain, grow, look, taste, feel, smell,* etc.

6. Caution.—A participle or participial phrase is usually placed immediately after the noun whose meaning it modifies. When there is no doubt about

the noun to which it belongs, the participle may come first.

(NOTE.—The past participle is always passive in idea, and never takes an object.)

7. Noun phrases.
8. Noun clauses.
   (1) Subject.
   (2) Predicate nominative.
   (3) Object.
   (4) Explanatory.
   (5) Object of a preposition.
9. Capitalization.—
   Review. No. 42, 43, 44.
10. Punctuation.—
   Review. No. 19, 22, 26, 28, 29.

FOURTH MONTH.

Review.

The exercises in analysis and synthesis should include simple, complex, and compound sentences.

1. Review.

1. New.—Nouns. Collective and verbal nouns. No. 12, p. 15. Subdivisions a, b.
2. The object of the verb.
3. Indirect object.
4. Objective complement.
5. Adverbial objective.

6. Independent elements.
7. Complements of copulative verbs.
8. Syntax of adjectives and adverbs.
9. Caution.—Be careful to distinguish an adjective complement from an adverb modifier.
10. Conjunctions.—A more extensive study of conjunctives with regard to their use and form in sentences is of importance in connection with the understanding and expression of thought, and in the classification of sentences.

(NOTE.—In teaching the relative pronouns include their compounds. Distinguish clauses of cause, consequence, condition, and purpose.)

11. Capitalization.—
Review. No. 45, 46.
12. Punctuation.—
Review. No. 30, 31, 32, 33, 34, 35.

FIFTH MONTH.

1. **Review.**

1. The classification of the sentences as simple, compound, or complex will naturally follow from the analysis.
2. Functions of word, phrase, or clause elements.
3. Subdivision, inflection, and syntax of the parts of speech.
4. Copulative verb "to be" in its many forms.

5. Other copulative verbs, as, *become, seem, appear, look,* etc.
6. Predicate complements.
7. Object of the verb.
   (1) Word.
   (2) Phrase.
8. Verbals.
   (1) Infinitives.
   (2) Participles.
   (3) Participial nouns.
9. Noun phrases and clauses.
10. Capitalization.—Review.
11. Punctuation.—Review.

Grade 8A

FIRST MONTH.

1. **Review.**

1. All uses of nominative case.
   (1) Subject.
   (2) Predicate nominative.
   (3) Apposition.
   (4) (a) Nominative of address.
   (b) Nominative of exclamation.
   (5) Nominative absolute.
2. All uses of objective case.
   (1) Object of verb.
   (2) Apposition.
   (3) Object of preposition.
   (4) Objective complement.
   (5) Subject of the infinitive.
   (6) Indirect object.
   (7) Adverbial objective.
3. NOTE.—Subject and object of the infinitive are in the objective case.

2. **Plan of Work.**

1. New.—Retained object. No. 7, Subdivision 2a, p. 13.
2. Analysis and synthesis.

3. Adjective clauses in complex and compound sentences.

4. Adjective clauses with relative pronuon used as object of a preposition.

5. Study of Connectives. (Conjunctives):

(1) **Conjunctions.**
(a) Co-ordinate.
(b) Subordinate.
(2) **Relative pronouns.**
(3) Relative (conjunctive) adverbs.

(For the Teacher only)

Remark.—In the following sentences, consider *which* and *what* interrogative adjectives:

I know what book you mean;
I do not know which book he means.

Some excellent authorities call *which* and *what* in such cases *relative adjectives,* because, like relative pronouns, they are connectives as well as something else. (See Definitions, 4, 2.)

6. Drill on the correct use of all pronouns.

7. Capitalization.
Review. No. 36, 37, 38, p. 70.

8. Punctuation.
New. No. 23.
Review. No. 1, 3, 4, 5, 6, 7, 9, p. 65.

SECOND MONTH.

Remarks.—Text-book used chiefly as a book of reference.

Emphasize connection between composition and grammar.

1. **Review.**

1. Noun phrases.
2. Noun clauses. Special attention to those in apposition or explanatory.
3. Adverbial objective.

2. **Plan of Work.**

1. New.—*As* used as a relative pronoun*.
2. Various uses of the following words: *That, as,* and *but.*
3. Analysis and synthesis.
4. Verbals: Infinitives, participles, and participial nouns.
5. Capitalization.—
   Review. No. 39, 40, 41.
6. Punctuation.—
   Review. No. 10, 11, 12, 13, 14, 15, 16.

THIRD MONTH.

Remarks.—Analysis used to elucidate obscure or complex construction.

Clearness and correctness are largely dependent upon the arrangement of modifying words, phrases, and clauses.

*When it follows *such, many,* or *same.* Take such *as* you want. Take as many *as* you want. Your lesson is the same *as* mine.

1. Review.

1. Principal parts of verbs *lie, lay, let, leave, flow, flee, fly, sit, set, rise, raise, bring, strike, do,* and *see.*
2. Verbals.

2. Plan of Work.

1. Analysis and synthesis.
2. New.—Exercises in expanding, condensing, and recasting phrases, clauses, and sentences.
3. Adverbial clause.
4. Relative (conjunctive) adverbs of time, place, degree, and manner.
5. Correlative conjunctions.

   Particular attention should be given to the position of adverbial modifiers.
6. Capitalization.—

   Review. No. 42, 43.
7. Punctuation.—

   Review. No. 17, 18, 19, 22, 24, 25, 26.

FOURTH MONTH.

1. Review.

1. Independent elements.
2. Uses of objective case.
   (a) Object of verb .
   (b) Indirect object.

2. Plan of Work.

1. Analysis and synthesis.
2. Syntax: Agreement, government, and relation.
3. Conjunctions. No. 4, p. 11. Subdivision 2:
   "A subordinate conjunction is a word that joins a subordinate clause to the principal clause."
4. Study of Connectives.
   (1) Conjunctions.
   (2) Relative pronouns.
   (3) Relative (conjunctive) adverbs.
   Note.—See plan of work for the first month ("Study of Connectives").
5. Various uses of such words as, *what, all, like, but, as,* and *that,* as different parts of speech.
6. Verb phrases: "Run over" and "laughed at" as they occur in such sentences as:
   The boy was laughed at;
   The dog was run over.
7. Expletives: *It* and *there.*
8. Capitalization.—
   Review. No. 44, 45, 46, 47.
9. Punctuation.—
   Review. No. 28, 29, 30, 31, 32, 33, 34. 35.

FIFTH MONTH.

Review.

1. Functions of word, phrase, and clause elements.
2. Analysis should be chiefly from reading matter of grade.
3. Verbals. Infinitives, participles, and participial nouns.
4. Clauses: Noun, adverbial, and adjective.
5. Phrase: Noun, adjective, and adverbial.
6. The verb.

   Moods and tenses. Special attention to the subjunctive mood.
7. Active and passive voice.
8. Concord of subject and predicate.
9. Concord of tenses.
10. Position of phrases and clauses.
11. Capitalization.—Review.
12. Punctuation.—Review.

Grade 8B

FIRST MONTH.

Remarks.—Text-book used chiefly as a book of reference.

In this grade there should be a review similar to that of 7B, but demanding on the part of the pupil more intelligence and independence.

Plan of Work.

1. Analysis and synthesis of complex sentences containing phrases and clauses of time, place, degree, and manner.

2. Study of connectives.

(1) Relative (conjunctive) adverbs.

(2) Subordinate conjunctions.

(3) New.—Definition. No. 2. Subdivisions 5, 6, 7, p. 10.

3. Adverbs.—With reference to meaning adverbs are divided into the following classes:

(1) Time.

(2) Place.

(3) Degree.

(4) Manner.

(5) Number.

(6) Cause.

(7) Assertion or denial.

With reference to use, adverbs are divided into three classes; namely, simple, interrogative, and relative (or conjunctive).

4. Verbs.

(1) Four principal parts.

(2) Form: Regular; irregular.

(3) Voice: Active; passive.

(4) Mood: Indicative; imperative; subjunctive.

(5) Tense.

(6) Parsing of verbs.

Note.—Auxiliary verbs generally tell mood and tense.

Give particular attention to the verbs *do* and *have* both as auxiliary verbs and as principal verbs; as, *do do, had had,* etc.

Definitions of terms used.

5. Parsing and syntax of all elements.

6. Syntax.—Double Negatives: Two negatives are equivalent to an affirmative.

7. Tautology consists in repeating the thought.

8. Concord of subject and predicate.

9. Capitalization.—

Review. No. 41, 42, 43, p. 70.

10. Punctuation.—New. No. 8.

Review all rules for use of comma.

SECOND MONTH.

Remark.—Analysis used to elucidate obscure or complex construction.

Plan of Work.

1. Analysis and synthesis.
2. Noun phrases and clauses used in various ways.
3. Independent elements: Words, phrases, and clauses.
4. Nouns.
   (1) Proper.
   (2) Common.
      (a) Collective.
      (b) Verbal.
5. Pronouns.
   (1) Personal.
   (2) Relative.
   (3) Adjective.
   (4) Interrogative.
6. Person: First, second, third.
7. Gender: Masculine, feminine, neuter.
8. Case: Nominative, objective, possessive.
9. Nouns as independent elements:
   (1) Nominative absolute.
   (2) Nominative by direct address.
   (3) Nominative of exclamation.

   Note.—Some authorities distinguish "Nominative by Pleonasm; as, "Thy rod and thy staff, *they* comfort me."

10. Parsing of nouns and pronouns.
11. Definitions of terms used.
12. Syntax.
    (1) Case of subject and predicate nominative.
    (2) Object of transitive verb and of preposition.
    (3) Case of explanatory nouns.
    (4) Possessive case precedes the participial noun.
    (5) Possessive case for singular and plural number.
13. Capitalization.—
    Review. No. 44, 45, 46.
14. Punctuation.—Review the three rules for the period, the two rules for the semicolon, the two rules for the colon, and the reference marks: star, dagger, and double dagger.

THIRD MONTH.

Remark.—Pupils should be led to see that the truths set forth in text books of grammar are merely the facts of language which have been discovered and classified.

Plan of Work.

1. Analysis of compound and complex sentences.
2. Special attention to adjective phrases and clauses.

3. Adjective.
   (1) Descriptive.
   (2) Limiting.
      (a) Numeral.
      (b) Pronominal.*
      (c) The Article
4. Comparison of adjectives.
5. Comparison of adverbs.
6. Definitions of terms used.
7. Parsing of all parts of speech.
8. Syntax.—Adjectives which imply number: Adjectives should agree in number with the nouns which they qualify.
9. Comparison of Adjectives.—If only two persons or things are compared, use the compartive degree of the adjective; if more than two, the superlative.
10. The correct use of the superlative degree.
11. Avoid double comparatives.
12. Avoid double superlatives.

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*Pronominal adjectives may be subdivided into the following classes:

(a) Distributives: *each, either, neither, many a.* These relate to objects taken separately.

(b) Demonstratives: *this, these, that, those, yon, yonder, same, former, latter.* These point out objects definitely.

(c) Indefinites: *one, other, another, any, some, such, all, both, none.* These relate to objects indefinitely.

(d) Interrogatives: *which, what,* and their compounds.

13. Avoid comparing adjectives which will not admit of different degrees.

14. Capitalization.—

Review. No. 47, 36, 37.

15. Punctuation.—New. No. 27.

Review the two rules for the use of the hyphen, one rule for the use of the caret, and three rules for the use of the apostrophe.

FOURTH MONTH.

Remark.—Sentences should be selected from the reading matter of the grade and from the pupils' oral and written work, to show that clearness and correctness are largely dependent upon the arrangement of modifying words, phrases, and clauses.

Plan of Work.

1. Analysis and synthesis of simple, complex, and compound sentences.

2. Study of Connectives. (Conjunctives.)

(1) Conjunctions.

(a) Co-ordinate.

(b) Subordinate.

1. Relative pronouns.

2. Relative (or conjunctive) adverbs.

Note.—Include the correlative conjunctions in the study of connectives.

3. Special attention to adverbial clauses of cause, condition, purpose, and consequence.

4. Concrete illustrations of technical terms.

5. Verbals: Infinitives, participles, and participial nouns.

6. Elliptical sentences.

7. Exercises in expanding, condensing, and recasting words, phrases, and clauses.

8. Particular attention should be given to the adverbial modifier.

9. Prepositions and interjections.

10. Syntax—Possessives.

(1) Joint ownership.

(2) Several possessors.

When several possessive nouns modify the same word and imply common possession, the possessive sign is added to the last only. If they modify different words, expressed or understood, the sign is added to each.

Illustrations.—John and Harry's boat. John's and Harry's boat. In the first example, John and Harry are represented as jointly owning a boat; in the second, each is represented as owning a separate boat.

(3) Explanatory possessive.—When a possessive noun is followed by an explanatory word, the possessive sign is added to the explanatory word only.

(4) Personal pronouns have no possessive sign.

(5) The prepositional phrase introduced by *of* is often equivalent to the possessive.

(6) Double possessive.—The possessive may be used after *of;* as,

A story of Mark Twain's is always interesting;
Take this hat of Jim's (Jim's hat).

11. Capitalization.—

Review. No. 38, 39, 40.

12. Punctuation.—

Review the rules for the interrogation point, exclamation point, parenthesis, and dash.

FIFTH MONTH.

Remarks.—The reviews should cover (1) analysis and classification of sentences and (2) functions of word, phrase, and clause elements.

Pupils should be required to study by topics, as the tenses and moods of verbs; phrases; clauses, etc.

Plan of Work.

1. The exercises in analysis and synthesis should be more difficult than those of the preceding grades.
2. Various uses of nominative case.
3. Various uses of objective case.

4. Various uses of noun phrases and clauses.
5. Adjective phrases and clauses.
6. Adverbial phrases and clauses.
7. Connectives, including correlative conjunctions.
8. Independent elements: Words, phrases, and clauses.
9. Syntax.—Correction of common errors through the discovery of good usage and the application of the rules of grammar.
10. Capitalization.—Review.
11. Punctuation.—Review.

RULES OF PUNCTUATION.

The Comma (,) is used—

1. To set off elements* in the same construction forming a series.

Ex. Earth, air, and water teem with life.

2. To set off transposed elements.

Ex. When the wicked entice thee, consent thou not.

3. To set off interposed elements.

Ex. This, however, was not my purpose.

4. To set off short quotations informally introduced.

Ex. Who said, "Let us have peace"?

5. To set off independent elements.

Ex. Fly, brother, fly.

John, come here.

(In grades 4A and 4B the rule is this—
To set off words of address.)

6. To mark the omission of a word.

Ex. John was good; William, bad.

New York, Jan. 4, 1916.

7. Sometimes between the members of a compound sentence that are not subdivided by commas.

Ex. We love Burns, and we pity him.

8. Sometimes at the end of a long subject.

*"Elements," as here used, means "words, phrases, or clauses."

Ex. The Convention which assembled at Paris in 1792, decreed that royalty was abolished.

9. To set off appositive elements.

(5B-6B. To set off explanatory elements.)

(When the element is only a word or two no comma is needed.)

Ex. James Brown, PhD., is here.

George, the boy who played truant, is here.

Paul the apostle was a good man.

The Semicolon (;) is used—

10. Before as, viz., namely, etc., when they introduce examples; as,—

Ex. A noun is a name; as, John.

11. Between members of a compound sentence that are subdivided by commas.

Ex. Where thou goest, I will go; and where thou lodgest, I will lodge.—,—;—,—.

The Colon (:) is used—

12. Before an enumeration or quotation introduced by as follows, the following, etc.

Ex. The following persons are elected to office: President, James Finn; Secretary, Mary Brown.

13. Between the members of a compound sentence that are subdivided by semicolons.

Ex. —;—:—;—.

The Period (.) is used—

14. After declarative and imperative sentences [after statements and commands for first four years].

Ex. God is good.

John, come here.

15. After abbreviations.

Ex. Prof. John Brown, A. M.

16. After Headings, and Arabic figures used to number paragraphs.

The Interrogation Point (?) is used—

17. After questions.

The Exclamation Point (!) is used—

18. After elements that denote strong feeling.

Ex. To your tents, O Israel!

Alas! How have I fallen!

Quotation Marks (" ") are used—

19. To enclosed words used by another.

Ex. "This," said he, "is America." (divided). Who said, "The sun does move"?

20. A quotation within a quotation of double marks is indicated by single marks.*

21. A quotation within a quotation of single marks is indicated by double marks.*

Ex. Trench says, "What a lesson is contained in the word 'diligence'!"

The Professor began as follows: "Trench says, 'What a lesson is contained in the word "diligence"!' "

The Dash (—) is used—

*Omit No. 20 and No. 21.

22. Sometimes instead of parenthesis marks.

Ex. I repeat—and this is the principal part of my story—that wages are too low.

23. To denote a sudden change of thought.

Ex. I believe—but what is the use of talking?

24. At the end of a line to show that the sense is incomplete.

Ex. See after "used" in the above rules.

25. After a side heading.

Ex. Example.—

Marks of Parenthesis ( ) are used—

26. To set off expressions that form no necessary part of the sentence.

Ex. It is evident (so they say) that the army is too small.

Brackets [ ] are used—

27. To enclose words that are not the author's, in order to explain the meaning or to supply an omission.

Ex. "The President [Mr. Little] called the members to order."

"The wages of sin is [are] death."

The Apostrophe (') is used—

28. To indicate the possessive case.

29. To inform plurals of letters, signs, etc.

30. To indicate the ommission of letters or figures.

Ex. The Boys of '76; 'Tis true.

The Hyphen (-) is used—

31. At the end of a line when part of a word is taken to the next line.

32. To join the parts of some compound words.

Ex. Mother-in-law.

The Caret (Λ) is used—

33. To show where something is to be inserted.

The Star (*), Dagger (†), Double Dagger (‡), etc., are used—

34. As marks of reference.

35. In Manuscript—

(1) One line under a word means *italics*.

(2) Two lines mean SMALL CAPITALS.

(3) Three lines mean CAPITALS.

RULES FOR CAPITALS

The following words should begin with capitals:

36. The first word of every sentence.

37. The first word of a line of poetry.

38. Particular names, and words derived from them. (Above 4B use "proper nouns," etc.)

39. The words North, South, East, West, when used to denote parts of the country.

40. Names of months and days (not seasons).

41. The first word of a direct quotation or question.

42. Names representing the Deity.

43. Names of the Bible and books of the Bible.

44. Titles applied to a person and abbreviations of titles.

45. Names of things when spoken of or to as persons. (In higher grades use "names of things personified.")

46. Important words in titles and headings. (All words may be regarded as "important," except articles, prepositions, and conjunctions.)

47. I and O; "oh" should begin with a capital only when it begins a sentence.

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